

**2018-2021 Instructional Technology Plan - 2018**

I. District LEA Information

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**Section I - District LEA Information**

1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Jason Chevrier

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Superintendent

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2018-2021 Instructional Technology Plan - 2018

II. Strategic Technology Planning

**Section II - Strategic Technology Planning**

**1. What is the overall district mission?**

IT IS THE MISSION OF THE SCHODACK CENTRAL SCHOOLS to develop our students to become "...active, reflective, creative learners. In our schools, they will engage in rewarding work and practice behaviors that are intelligent in both an academic and a practical sense. Students will develop the attitudes, skills, and understandings that will allow them to fulfill their potential and to function successfully in their individual and social roles."

**2. What is the vision statement that guides instructional technology use in the district?**

The Schodack Central School District offers a small nurturing setting that will expand the educational, cultural, and social opportunities for our children and adult citizens through the use of thought-provoking experiences, high-quality resources, and technology. The community will be engaged in the life of the schools and, in return, the schools will serve the community through the use of their facilities and resources. The quality of life will be enriched through access to adult education, college, and job-related educational opportunities, as well as social opportunities and supports. The whole community will proudly celebrate academic, cultural, competitive and social successes that stem from our schools. The resulting high quality of life will attract citizens who enjoy sharing their talents with neighbors and the school.

Students of Schodack Central will graduate with strong academic competencies from a challenging curriculum, and will have opportunities to earn credits from our educational partners. They will have learned to value societal and global diversity, communicate effectively, collaborate by working in teams, and demonstrate self-reliance and self-responsibility. They will develop lifelong learning skills grounded in their curiosity, creativity, and problem-solving skills. Their citizenship skills will be enhanced through community and peer to peer service and a commitment to civility. They will be prepared socially and ready to make healthy productive choices. Their exposure to technology and knowledge of how to use it will also prepare them for an ever-evolving future.

Schodack Central School District students will be nurtured and taught by passionate and caring teachers, staff, administrators, and board members all of whom serve as good role models, in a district that is exemplary, innovative, community involved, and a valued asset to our entire greater community.

**3. List three goals that will drive the attainment of the vision.**

	List Goals
Goal 1	Students will use technology as a tool in all aspects of the curriculum to build understandings in Grades K-12. The use of technology will support critical thinking, collaboration, creativity, and communication. This will be done by developing a broad, challenging and engaging curriculum that will provide students with the knowledge and skills necessary to meet the challenges of the twenty-first century.
Goal 2	To continuously improve teachers' technological competencies, offer on-going professional development and to provide opportunities for collaboration. This will enable teachers to utilize technology to create student-centered environments that enhance teaching and learning and to continuously improve ways in which technology can be utilized +to meet students' needs.
Goal 3	Schodack's network infrastructure plays a crucial role in supporting it's learning environment. The infrastructure is essential to supporting district servers, switches, Internet providers, software programs, apps, desktops, iPads, Chromebooks, tablets, laptops as well as staff and student-owned devices. The network must support present and future needs with increased reliability, improved network speed, and enhancing security to support teaching and learning within our schools.

**4. Do you want to list a fourth goal that will drive attainment of the vision?**

No

**5. Do you want to list a fifth goal that will drive attainment of the vision?**

No

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- 6. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive instructional technology plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The Schodack Technology Committee is comprised of faculty, staff, administration, members of the Board of Education, and members of the larger community when possible. Due to the team's membership, it is an ideal forum in which we will begin to take a look at the necessary planning and considerations regarding the implementation of technology in our schools. The work of this committee will need to be on-going, flexible, and prepared to change with the times in an effort to adjust the work to meet the needs of our faculty, staff, and students. Through our collaborative efforts we can make thoughtful recommendations for positive change to enhance teaching and learning in the Schodack Central School District.

Technology has become part of our everyday lives. The students of today live in a world flooded with devices and technological advances. Over the last few years, the Schodack CSD has invested heavily in instructional technology and views technology as a seamless tool that better prepares students for the future with the potential to greatly enhance the educational experience.

Last year, the Schodack Central School District administered the TRAx Digital Learning Readiness Report to the various stakeholder groups to better understand the strengths and weaknesses of the District's technology initiative. TRAx Digital Learning has a two part focus: readiness and implementation. By collecting data from all relevant stakeholders (students, parents/families, teachers, school administrators, curriculum directors, elementary and secondary coordinators, IT coordinators, and ET coordinators, and Board of Education members), TRAx Digital Learning provides information on a school's digital learning readiness and its digital learning implementation.

Digital readiness is a measure of a school's capacity to implement digital learning successfully. TRAx Digital Learning assesses this capacity by determining a school's progress on establishing a vision for digital learning, and gathering evidence that the policies, procedures, and necessary capacity building (professional learning, the development of a digital learning culture, infrastructure, budgets) are in place for successful implementation.

Digital implementation is a measure of the deployment of digital learning in classrooms directly with students. TRAx Digital Learning measures a school's level of implementation by assessing their ability to move planning into actions that are supported, targeted towards learning goals, and achieving the vision for digital learning that has been articulated.

TRAx Digital learning provides a calculation of *readiness and implementation* progress across five areas including:

1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships

TRAx Digital learning provides a calculation of *readiness* progress across three additional areas including:

1. Professional Learning
2. Budget and Resources
3. Innovative Leadership

Calculations result in specific ratings to help schools understand their readiness and their level of implementation. With TRAx Digital Learning, data collection is automated with interactive consolidated reports (with PDF exporting options) provided through a secure digital dashboard. This allows schools to collect data efficiently and have immediate access to the information they need to make decisions.

The Schodack Central School District presented the results of the TRAx data provided through the TRAx Digital Readiness Report to the District's Technology Committee for review and feedback. This committee made decisions to focus on certain areas for improvement based on the results of the survey. This has been the most comprehensive review done to explore our implementation and readiness of technology.

In addition to the TRAx Digital Readiness Survey, the District's Technology Committee used the 2016 ISTE Standards as a guide to look at professional practice and as a guide for how technology should be used within the classroom. Using the 2016 ISTE Standards a framework, the district developed a scope and sequence of skills that shared with the faculty to help them better understand what should be taught at each grade level and how these skills should progress throughout each year of a student's educational experience. This allows teachers to be better informed and allows them to be more intentional when planning how to integrate technology into their teaching and learning.

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**7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

The New York State's Professional Development Standards require professional development that promotes technological literacy and facilitates the effective use of all appropriate technology. Teachers, Support Staff, and Administration of the Schodack Central School District will continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. The plan for professional growth in this area is as follows:

2018-2019

- Utilize the TRAX Digital Readiness Survey to understand strengths and areas needing growth across the entire learning community and to more accurately budget to support technology growth.
- Provide opportunities for teachers to expand their understanding of using technology as a collaborative tool that enhances 21st century teaching and learning and reinforces that students are part of a global learning community.
- Schedule professional development opportunities for administrators, teachers, and staff to enhance the District's 1:1 environment by learning how to effectively manage digital tools and devices to leverage change in the learning environment.
- Enhance use of distance learning equipment and video conferencing to expand educational opportunities for faculty, staff, and students.
- Continue to help faculty and staff leverage the data provided through the use of computer-based testing to enhance teaching and learning.
- Provide opportunities for faculty to learn from one another by sharing best practices and demonstrating how they utilize technology to improve teaching and learning.
- Adopt the changes from ISTE: Teacher Technology Standards - Copyright © 2016, ISTE (International Society for Technology in Education) to begin the process of integrating a scope and sequence of benchmark skills for all grades K-12.

2019-2020

- Participate in local and global learning communities to explore creative applications of technology to improve student learning. This will be accomplished through technology webinars, blended online learning communities both within the district and collaboratively with other school districts, and through hands-on presentations from outside educational trainers during PD days as well as supported in-service opportunities.
- Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. District employees who have excelled in the use of technology will be tapped to share with others within the district through the District's PD Leader Program. Time will be made available during scheduled PD conference days, after school, and evening events for parents and interested community members.
- Evaluate and reflect on current research and professional practice to make effective use of existing and emerging digital tools and resources in support of student learning. The Professional Development Committee will generate surveys and provide feedback to administration and the Board of Education so that during the budget process, accurate and accountable PD can be financially supported.
- Survey faculty, staff, students, and parents involved in the 1:1 initiative so that the data may be used to plan, design, and coordinate training sessions that ensure the sustainability of this initiative.
- Continue to enhance the use of distance learning equipment and video conferencing to expand educational opportunities for faculty, staff, and students.

2020-2021

- Continue to expand participation in local and global learning communities to explore creative applications of technology to improve student learning. This will be accomplished through technology webinars, blended online learning communities both within the district and collaboratively with other school districts, and through hands-on presentations from outside educational trainers during PD days as well as supported in-service opportunities.
- Faculty and students will collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models and their creative works.
- Time will be allocated to allow faculty the opportunity to work together to utilize technology to enhance opportunities for planning cross-curricular, project-based experiences that are connected to real world experiences.
- Provide faculty time to review the District's scope and sequence of benchmark skills for technology to update and ensure alignment.
- Continue to enhance the use of distance learning equipment and video conferencing to expand educational opportunities for faculty, staff, and students.

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**8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

Measuring and evaluating our instructional technology goals is an important part of our process. We will do this through the following:

- Re-administer the Digital Readiness survey to compare progress against expected goals.
- Administer District created surveys to monitor and evaluate the use of technology at each level.
- Through curriculum review, determine levels of implementation of standards and scope and sequence.
- Monitor feedback from Instructional technology coach to better understand the needs of faculty and students.
- Monitor metrics from My Learning Plan to review the opportunities for professional learning in the area of technology
- The instructional technology plan will be reviewed by the Professional Development Committee to review progress toward the identified professional development goals.
- Explore and review the possibility of micro-credentialing to monitor professional growth.
- Review progress through classroom observations.
- Monitor and review curriculum maps to fill any found gaps in technology integration.
- Monitor network performance using network analysis tools.
- Monitor system and network uptime using vendor provided tools.
- Perform network traffic analysis through bandwidth reporting with coordination of the NERIC.

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III. Action Plan - Goal 1

**Section III - Action Plan**

**Overview:** This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #1**

Students will use technology as a tool in all aspects of the curriculum to build understandings in Grades K-12. The use of technology will support critical thinking, collaboration, creativity, and communication. This will be done by developing a broad, challenging and engaging curriculum that will provide students with the knowledge and skills necessary to meet the challenges of the twenty-first century.

**2. Select the NYSED goal that best aligns with this district goal.**

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

**3. Target Student Population(s). Check all that apply.**

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

**4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Curriculum Plan for enhanced technology integration into the curriculum writing process.	Assistant Superintendent	N/A	June (06)	2021	30,000
Action Step 2	Purchasing Purchase devices necessary to improve the teaching and learning experience within the classroom and throughout the school (Chromebooks, interactive panels, displays, soundbars, and other classroom technologies).	Assistant Superintendent	N/A	June (06)	2021	269,260

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
			ent				
Action Step 3	Research	Explore, research, and identify the latest hardware, software, and instructional strategies and technologies that have the ability to enhance teaching and learning, provide students with the meaningful experiences, and improve academic achievement.	Assistant Superintendent	N/A	June (06)	2021	15,000
Action Step 4	Curriculum	Extend and implement opportunities for students and parents to better understand digital citizenship and the ethical use of technology.	Building Principal	N/A	June (06)	2019	2,500

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No	(No Response)	(No	(No	(No	(No	(No

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Response)		Response)	Response)	Response)	Response)	Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 2

**Section III - Action Plan**

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #2**

To continuously improve teachers' technological competencies, offer on-going professional development and to provide opportunities for collaboration. This will enable teachers to utilize technology to create student-centered environments that enhance teaching and learning and to continuously improve ways in which technology can be utilized to meet students' needs.

**2. Select the NYSED goal that best aligns with this district goal.**

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

**3. Target Student Population(s)**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> All students<br><input type="checkbox"/> Pre-K-2<br><input type="checkbox"/> Grades 3-5/6<br><input type="checkbox"/> Middle School<br><input type="checkbox"/> High School<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> ELL/MLLs | <input type="checkbox"/> Migrant students<br><input type="checkbox"/> Homeless students<br><input type="checkbox"/> Economically disadvantaged students<br><input type="checkbox"/> Students between the ages of 18-21<br><input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs<br><input type="checkbox"/> Other (please identify in Question 3a, below) |
|---|---|

**4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Planning	Develop a plan to help teachers better understand the ISTE 2016 Standards for Students, the NYS Standards, the district's scope and sequence of skills for technology, and to ensure continuous opportunities for professional growth for all teachers regarding the use of instructional technology.	Assistant Superintendent	N/A	June (06)	2019	2,500
Action Step 2	Professional Development	Identify, plan, and provide professional development for educators by leveraging programs offered through BOCES, outside vendors, and teacher leaders with a focus on strategies to enhance	Assistant Superintendent	N/A	June (06)	2020	30,000

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	ment	learning through the use of technology.	endent				
Action Step 3	Budgeting	The District will budget for the professional development software, summer curriculum projects, replacement/enhancement of classroom technology, and the District's Professional Development Leader Program to appropriately plan for upgrades to technology and to focus on continuous professional growth.	Business Official	N/A	June (06)	2021	321,720
Action Step 4	Evaluation	Utilize feedback provided by all stakeholders to identify strengths, weaknesses, and the effectiveness of technology integration in order to assist with future planning and evaluation.	Assistant Superintendent	N/A	June (06)	2021	20,000

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

**Section III - Action Plan**

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

**1. Goal #3**

Schodack’s network infrastructure plays a crucial role in supporting it’s learning environment. The infrastructure is essential to supporting district servers, switches, Internet providers, software programs, apps, desktops, iPads, Chromebooks, tablets, laptops as well as staff and student-owned devices. The network must support present and future needs with increased reliability, improved network speed, and enhancing security to support teaching and learning within our schools.

**2. Select the NYSED goal that best aligns with this district goal.**

4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

**3. Target Student Population(s)**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> All students<br><input type="checkbox"/> Pre-K-2<br><input type="checkbox"/> Grades 3-5/6<br><input type="checkbox"/> Middle School<br><input type="checkbox"/> High School<br><input type="checkbox"/> Students with Disabilities<br><input type="checkbox"/> ELL/MLLs | <input type="checkbox"/> Migrant students<br><input type="checkbox"/> Homeless students<br><input type="checkbox"/> Economically disadvantaged students<br><input type="checkbox"/> Students between the ages of 18-21<br><input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs<br><input type="checkbox"/> Other (please identify in Question 3a, below) |
|---|---|

**4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Evaluation	Evaluate vendors and operating systems for cost, features, implementation speed, and compatibility with any proposed new systems as well as existing legacy systems. Choose final vendors and systems.	Director of Technology	N/A	June (06)	2020	0.00
Action Step 2	Planning	Planning for configuration, installation, and compatibility testing.	Director of Technology	N/A	June (06)	2021	0.00

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 3	Budgeting	Establish a replacement cycle for servers and switches and plan the budget accordingly.	Director of Technology	N/A	June (06)	2020	0.00
Action Step 4	Infrastructure	Monitor network traffic and use analytics to isolate potential issues and use these data to inform the specifications for upgrades.	Director of Technology	N/A	June (06)	2021	5,000

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Purchasing	Smart Bond Investment Plan monies in addition to District budget monies have been designated toward the following projects: <ul style="list-style-type: none"> <li>Cabling of all buildings in the district that are currently in need of wireless</li> </ul>	Business Official	N/A	June (06)	2020	394,800

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		technology <ul style="list-style-type: none"> <li>• Adding new WiFi Access Points in all buildings currently without this technology.</li> <li>• Replace existing switches and routers with upgraded equipment.</li> <li>• Replacing current main NOC servers with new equipment</li> <li>• Upgrade WiFi controllers, switches and access points throughout the District</li> <li>• The overall redesigning our network for more reliable and efficient fail-over capability.</li> </ul>					
Action Step 6	Implementation	Test and install new systems with minimal downtime and provide any necessary training and/or instruction to all end users. Document all new systems and update backup/disaster recovery procedures as necessary.	Director of Technology	N/A	June (06)	2021	10,000
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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## IV. NYSED Initiatives Alignment

**Section IV - NYSED Initiatives Alignment**

1. **Explain how the district use of instructional technology will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

The Schodack Central School District (SCSD) envisions a program which will foster a culture within the school and community that values and supports the ever-changing nature of the technological competencies as an integral educational and lifelong skill. We will implement technology that will support all learners in reaching their highest potential. We will select and employ technology that promotes collaboration, research, critical thinking, creativity, decision making, problem-solving, reflection, and citizenship for all stakeholders. SCSD will go through the process of selecting and implementing appropriate technology that allows for student, faculty and community collaborations, critical thinking, creation and reflection based on current best practice. We are committed to providing reliable access to technology and devices in order to support teaching and learning at all levels. It is imperative that SCSD ensures equitable distribution of district funds for state of the art technology, infrastructure, and upkeep at all grade levels. Through targeted professional development, SCSD will provide students and faculty quality instruction in the use and evaluation of technology. SCSD will ensure all students, despite diverse learning needs, will have access to the curriculum at the same level and complexity as their peers; including enrichment opportunities grade level peers may participate in.

2. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

The Schodack Central School Districts Instructional Technology Plan addresses assisted technology for all students in their curriculum by:

- Facilitating the use of classroom materials so that all students (both identified and non-identified) can better access curriculum.
- Offer alternate ways to participate in activities for all students, to move throughout the environment and to access and communicate information from multiple locations.
- Provide the means to modify classroom tasks for students with varying abilities.
- Increase learning opportunities and make it possible for all students to demonstrate knowledge and skills” (UB Assistive Technology Tutorial Online)
- Provide all students who have the capability, motivation, or potential to accept the challenge of Honors, AP, and advanced-level courses the opportunity to do so.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 3a, below)

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IV. NYSED Initiatives Alignment

4. Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (please identify in Question 4a, below)

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify, in Question 5a, below)

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)

**2018-2021 Instructional Technology Plan - 2018**

## IV. NYSED Initiatives Alignment

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input checked="" type="checkbox"/> Technology to support writers in the Secondary classroom                | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital word                      | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility      |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology             | <input checked="" type="checkbox"/> Web authoring tools   |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input checked="" type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" type="checkbox"/> The interactive whiteboard and language learning                |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read                        | <input checked="" type="checkbox"/> Use camera for documentation                                    |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 7a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional support	0.50
Technical Support	1.00
<b>Totals:</b>	<b>2.50</b>

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Other (please identify in next column, to the right)	Servers and server storage	135,000	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Other (please identify in next column, to the right)	Networking equipment (switches, UPS, and WAP's)	259,800	One-Time	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools	N/A

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V. Administrative Management Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Other (please identify in next column, to the right)	Classroom technology (display panels, VR, Innovative space, HS Tech equipment, learning monitors)	291,720	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	Network and Infrastructure	End user devices (1:1 refresh, CES device refresh)	269,260	One-Time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
<b>Totals:</b>			<b>955,780</b>			

## 2018-2021 Instructional Technology Plan - 2018

## V. Administrative Management Plan

3. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Not Applicable (There are no non-public schools in the district)

4. Please indicate whether or not the district has a public website.

The district has a public website.

- 4a. Provide the URL of the district's public website.

<http://www.schodack.k12.ny.us>

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Network Engineer

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Network Engineer

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

Yes

- 7a. If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?

Irregularly / Sporadically

- 7b. If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.

Yes - all audits were performed by a 3rd party contractor

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will upload the policy.

- 10a. Please upload the district's Internet Safety Policy.

4526.1 Internet Safety.doc

11. Does the district have a Cyberbullying Policy?

Yes, and I will upload the policy.

- 11a. Please upload the district's Cyberbullying Policy.

0115 Student Harassment and Bullying Prevention and Intervention.docx

**2018-2021 Instructional Technology Plan - 2018**V. Administrative Management Plan

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**12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?**

Yes, the district does have a Parents' Bill of Rights for Data Privacy and Security, but it is not posted online. I will upload it.

**12c. Please upload the district's Parents' Bill of Rights for Data Privacy and Security.**

5500 Student Records (5).docx

**12d. What year was the Parents' Bill of Rights for Data Privacy and Security policy first made available to the public?**

2018

**13. Does the district have an information breach policy that addresses the district's planned response to an information breach?**

Yes, and I will provide the URL to the policy.

**13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.**

[http://www.schodack.k12.ny.us/wp-content/uploads/2018/09/3-302\\_Information\\_Security\\_Breach\\_and\\_Notification.pdf](http://www.schodack.k12.ny.us/wp-content/uploads/2018/09/3-302_Information_Security_Breach_and_Notification.pdf)

**14. Provide a direct link to the district's technology plan as posted on the district's website.**

[http://www.schodack.k12.ny.us/wp-content/uploads/2018/09/NYSED\\_Instructional\\_Technology\\_Plan\\_Survey.pdf](http://www.schodack.k12.ny.us/wp-content/uploads/2018/09/NYSED_Instructional_Technology_Plan_Survey.pdf)

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2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

**Sharing Innovative Educational Technology Programs**

1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a category that is not on the list.

<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input type="checkbox"/> Professional Learning
<input type="checkbox"/> Digital Citizenship	<input checked="" type="checkbox"/> Project-based Learning
<input checked="" type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> Pilots and Proof of Concept	

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Jason Chevrier	Superintendent	jchevrier@schodack.k12.ny.us	<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted in order to obtain more information about the innovative program(s) at your district.

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	Michael Bennett	Assistant Superintendent	mbennett@schodack.k12.ny.us	<input checked="" type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	Jim Yox	Network Engineer	jyox@schodack.k12.ny.us	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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